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ABSTRACT

This teacher's guide to unit 2 of the 12th-grade first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit's objectives. After an introductory review of the four main course objectives and 13 specific objectives, the guide outlines instructional objectives and procedures for each of the 18 student activities described in the student materials. The four main objectives include indepth knowledge of political resources, knowledge of alternative patterns of resources in different political systems, skill development in the use of the survey method of inquiry, and knowledge and skill development in political participant role playing. The guide also contains application lessons which require students to apply their newly acquired knowledge or skills to the solution of a fresh problem or exercise. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

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COMPARING POLITICAL EXPERIENCES

POLITICAL SYSTEMS

Unit Two

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Using Political Resources

Teacher's Guide

So 008 961

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PREFACE

Using Political Resources is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information.

Using Political Resources is the second unit of the Political System one-semester course. Political Systems includes one additional unit of instruction.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and John Patrick have primary responsibility for the development of the Using Political Resources unit.

During 1974-75, the Political Systems course underwent systematic field testing in twenty-four pilot schools in various parts of the country. These field tests yielded evidence about the strengths and weaknesses of the Comparing Political Experiences program. On the basis of this evidence, the experimental program was revised and is to be tested again in pilot schools in 1975-76.

The goal of systematic field testing and revising of this experimental program in political education is to produce a viable instructional product. That is, a program that facilitates the achievement of particular instructional objectives by a large majority of those enrolled in the program.

Judith Gillespie
John Patrick

INTRODUCTION

This Teacher's Guide to Unit Two, Using Political Resources, is a plan for instruction to achieve particular objectives. These objectives pertain to the three major dimensions of the Comparing Political Experiences program: (1) the knowledge dimension, (2) the intellectual skill dimension, and (3) the participation skill dimension. Specific instructional objectives are stated throughout this guide for each of the activities which comprise Unit Two. These specific lesson objectives are subsumed by more general unit objectives which follow.

General Objectives for Unit Two

Unit Two is the first of three units in a full-semester course. A main purpose of the unit is to help students acquire in-depth knowledge of various kinds of political resources, such as wealth, skills, status, information, and ideas. A second main purpose is to teach students about alternative patterns of political resources found in different political systems. A third main purpose is to teach skills needed to practice the survey method of inquiry to gather knowledge about political resources in the school. A fourth main purpose is to help students develop their knowledge of supporter and advocate participant roles to develop skill in evaluating the performance of these roles and to develop skill in playing these roles.

The general unit objectives fall into three general categories: political knowledge, intellectual skills, and participation skills. The political knowledge category focuses on ideas, or political concepts, rather than chronologies of events or facts. The thrust of the knowledge objectives is for students to be able to work with important political ideas and to apply these ideas in making sense out of political life in many different political units.

The second general category of objectives focuses on intellectual skills. Without acquiring some basic intellectual skills, the political knowledge students learn would be relatively useless. They would not know how to work with their ideas to develop important lines of argument or generalizations. They would not have sound criteria for judging the utility of their ideas for different purposes. When students achieve our intellectual skill objectives, they will have gained some basic skills which will aid them in working with political ideas and gaining evidence to support their knowledge and value claims.

The third category of objectives involves the development of participation skills. Experience has taught us that most students do not consider themselves to be political actors in their everyday lives. Therefore, it is important that participation skills are taught gradually, beginning with a basic recognition that everyone acts in political ways everyday. Once this perspective is acquired, students can begin to build skills which will aid them in being more effective participants in a variety of political settings. When students achieve our participation skill objectives, they should be able to see the potential integration between their knowledge and actions and to understand the common, everyday dimensions of political life as they apply to their own lives and to others around them.

Following is a list of the terminal, or general, objectives for Unit Two. The thirteen general objectives subsume the specific objectives for each activity of this unit, which are listed throughout this guide.

General Objectives for Unit Two

1. Students are able to identify and/or recall the definition of political resources.

2. Students are able to use our concept of political resources to describe political life in a system.

3. Students are able to analyze the relationship between political resources and political experiences.

4. Students are able to identify and/or recall defining characteristics of an elitepolitical system type.

5. Students are able to use an elite political system model to organize information about political life in Chicago.

6. Students are able to identify similarities and differences between coalitional and elite political system models.

7. Students are able to recognize and evaluate the performance of the supporter participant role.

8. Students are able to evaluate evidence gathered through survey research.

9. Students are able to evaluate questions formulated to guide an inquiry.

10. Students are able to demonstrate moral reasoning skills in analyzing a political situation.

11. Students are able to utilize skills of comparative political analysis by recognizing accurate bases for comparison.

12. Students are able to recognize and evaluate the performance of advocate roles in political groups.

13. Students are able to identify the procedures for determining alternative futures of a variety of political systems.

These objectives do not separate out into neat categories in the course. They are intimately interrelated and promoted simultaneously in each lesson throughout the semester. This interrelationship is important, for students need to see how knowledge can be gained, used and applied to their own political activities. In pursuing each of the categories of objectives simultaneously and gradually, we aim to increase the overall political competence of all students. In this way, we hope to promote well-rounded,

skilled political actors who exercise judgment in their actions rather than over-intellectualized observers of the political scene or spontaneous advocates of popular causes. Therefore, political competence as a multi-dimensional attribute of any citizen is an overall objective of this unit and the program as a whole.

A Note About Instructional Procedures

Instructional procedures are means for achieving instructional objectives. Throughout the Comparing Political Experiences program, we have tried to design instructional procedures that are likely to lead efficiently and effectively to the achievement of objectives. To this end we have created sets of lessons with the following major characteristics.

1. The lessons provide students with a sense of purpose related to the achievement of new knowledge and skill competencies.
2. The lessons provide students with ample opportunity to acquire and practice new knowledge and skill competencies.
3. The lessons provide students the challenge of activities which require them to demonstrate competence by applying their knowledge and skills to the solution of problems and exercises.

In Unit Two, activities are designed to help students perceive the purposes of instruction. Teacher's should further this aim as they interact with students in the classroom. We believe that students who have a sense of instructional objectives are more likely to achieve those objectives than are students who are confused or ignorant of the purposes to be served by lessons.

The instructional procedure in each activity of Unit Two is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives for the activity. For example, to help students achieve mastery of concepts such as political resources or political activities, students are given repeated opportunities to use the concepts to organize and interpret information and to build, in combination with other concepts, descriptive and explanatory statements.

Finally, application lessons, which require students to perform as specified by instructional objectives, permeate the Unit Two activities. These application lessons can be viewed as informal tests of achievment. Students who can apply knowledge and/or skills to the solution of a fresh problem or exercise are demonstrating that learning has occured. Those who fail to perform satisfactorily in response to an application lesson reveal clues about their learning deficiencies which can help the teacher to help students remediate their deficiencies.

Following is a schedule of the activities designed to help students achieve the Unit Two objectives.

Schedule of Activities For Unit Two
(with estimated teaching time)

Activities	Estimated Teaching Time
Part A: POLITICAL RESOURCES -- WHAT DIFFERENCE DO THEY MAKE?	
1. Political Resources in a Group: The Student Lounge Case	1 class meeting
2. Five Political Resources -- Wealth, Status, Ideas, Skills, Information	2 class meetings
3. Political Resources Among Chicago's Black People	1 class meeting
Part B: KNOWING ABOUT POLITICAL RESOURCES IN YOUR SCHOOL	
1. Knowing When To Use Survey Studies	1 class meeting
2. Asking the Right Questions	1 class meeting
3. Asking and Answering Questions About Political Resources and Influence	1 class meeting
4. Selecting Populations and Samples To Survey	1 class meeting
5. Doing A Survey About Political Resources	2 class meetings
6. Playing A Supporter Role	1 class meeting
Part C: POLITICAL RESOURCES IN ELITE SYSTEMS	
1. The Elite Political System Model	1 class meeting
2. Political Life in Chicago	1 class meeting
3. Elections and Voter Behavior in Two Systems	1 class meeting

Part D: POLITICAL MAINTENANCE AND CHANGE

1.	Who Runs the Chicago Police Department	2 class meetings
2.	Eleven Million New Voters	1 class meeting
3.	Advocate Roles	3 class meetings

Part E: POLITICAL DEVELOPMENT AND CONFLICT

1.	Who Runs the Chicago Police Department -- Part Two	1 class meeting
2.	Eleven Million New Voters -- Part Two	2 class meetings
3.	Taking Advocate Roles in Your School	1 class meeting

Part F: FUTURE POLITICAL SYSTEMS

1.	Forecasting Alternative Futures	2 class meetings
2.	Political Futures in Your School	1 class meeting

A Note About Evaluation

Evaluation in this program is concerned with measuring the learning of students in terms of the objectives of instruction specified for each activity of the program. We aim to determine which objectives have been attained, or not attained, in order to find out particular strengths and weaknesses of our instructional procedures. We can use this knowledge to help us improve our instructional materials and techniques through appropriate revisions.

A Mastery Test has been designed for the end of this unit which will measure student achievment of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each part of the unit, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible.

The evaluation will also include student reactions, gathering information from site observations, and obtaining critiques from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

PART A: POLITICAL RESOURCES -- WHAT DIFFERENCE DO THEY MAKE?

The purpose of Part A is to introduce and develop students' comprehension of our concept of political resources.

Activity A-1 is designed to focus attention on the significance of political resources in a group. Students are asked to speculate about the political resource needs of a student club. Activity A-2 is a rule-example type lesson designed to teach in-depth our concept of political resources. Activity A-3 is a case study about political life in a Chicago neighborhood. Students are asked to use our concept of political resources to analyze this case.

ACTIVITY A-1: POLITICAL RESOURCES IN A GROUP: THE STUDENT LOUNGE CASE

INSTRUCTIONAL OBJECTIVE

As a result of working with this activity, students can speculate about the political resource needs of a high school club.

INSTRUCTIONAL PROCEDURES

1. Ask students to read pages 1 and 2 and to discuss the different political resources of the three mayoral candidates described on these pages. This discussion should serve to recall to students our concept of political resources, which was introduced in Unit One. Tell students that the basic goal of this unit is to help them learn in-depth about political resources.
2. Divide students into small groups of 5-8 members.
3. Ask the students to read the "Student Lounge" case and the student profiles which follow the case. Instruct them to choose the people they think have resources needed by the Political Action Club and to discuss their choices with other members of their group.
4. Hold a general class discussion about the different types of resources held by each of the students described in the profiles. Use the questions on page 10 to guide this discussion. This discussion should be rather speculative and open-ended. See Appendix A-1 for an answer sheet you may wish to use with this lesson. You may want to make a copy of this answer sheet for each student.

ACTIVITY A-2: FIVE POLITICAL RESOURCES -- WEALTH, STATUS, IDEAS, SKILLS, INFORMATION

INSTRUCTIONAL OBJECTIVES

1. Students are able to distinguish examples from non-examples of political resources as indicated by mastery of the exercises in Frames 11, 12, 13, 14, and 15 in the textbook.
2. Students can identify variations in political resources among different individuals and groups as indicated by mastery of the exercises in Frames 21, 28, 29, 35, 39, 40 and 54.
3. Students can describe the relationship between political resources and the exercise of influence in a group as indicated by mastery of the exercises in Frames 57 and 58.

INSTRUCTIONAL PROCEDURES

The purpose of Activity A-2 is to develop comprehension of the concept of political resources and ability to use the concept to interpret data about alternative types of political systems. The content of this concept learning lesson is presented in a step-by-step fashion to facilitate student learning. The lesson is designed to be primarily self-instructional.

A rule-example-application exercise style of instruction is used to teach the concept of political resources. First, the concept is defined. Second, examples and non-examples of the concept are presented. Third, application exercises are presented which require the student to use the concept to interpret data. Mastery of the application exercises indicates that learning is taking place.

Application exercises are the key feature in this instructional procedure. These exercises are supposed to be criterion-measures; that is, each exercise is linked to one or more of the instructional objectives for the lesson and is supposed to be a test of whether or not students are mastering the objectives. Answers to each of the exercises are provided in an answer sheet. (See Appendix A-2 of this Teacher's Guide for copies of the answer sheet.)

We recommend that students work in groups of five to eight as they move through this concept learning lesson. Students in these groups should be encouraged to discuss the application exercises, to compare answers, and to generally help one another to master the instructional objectives.

The main role of the teacher is to assist students who request help in mastering the objectives of the concept learning lesson. As students work in small groups, the teacher should circulate throughout the classroom in order to monitor group activity and to be available as a consultant or advisor to

individuals or groups in need of help.

Following are suggested steps for carrying out this lesson.

1. Divide students into groups of 5-8 and assign them the task of working through the concept learning lesson on political resources which appears on pages 11-40 of the textbook. Emphasize that all the application exercises, which permeate this lesson, should be completed.
2. Encourage students in each subgroup to discuss the application exercises with one another. They might find it useful to compare answers to the exercises and to help one another to master the concepts presented in this lesson.
3. Tell each group of students to request answers for the exercises in Frames 11, 12, 13, 14, 15, 21, 28, 29, 35, 39, 40, 54, 57 and 58 after the group has finished working through and discussing this lesson. Answers to each exercise are provided in an answer sheet in Appendix A-2. You may want to use the answer sheet to guide your telling of these answers to students, or you may want to make a copy of the answer sheet for each student to use for reference and review.
4. Tell students to compare their answers to the application exercises to the answers on the answer sheet. Invite them to discuss any learning problems or misunderstandings with one another or with the teacher.

ACTIVITY A-3: POLITICAL RESOURCES AMONG CHICAGO'S BLACK PEOPLE

INSTRUCTIONAL OBJECTIVES

1. Students can use our concept of political resources to analyze a case study of Chicago politics. Questions 1-4 on page 48 of the textbook can be used to guide this analysis.
2. Students can speculate about how The Woodlawn Organization might use it's resources most wisely and/or aquire new resources.

INSTRUCTIONAL PROCEDURES

1. Ask students to read pages 41-47. Tell them that they are expected to be able to apply their concept of political resources to the analysis of this case study about political life in Chicago.
2. Tell students to analyze the case study in terms of questions 1-4 on page 47. Suggested answers to these questions are presented in Appendix A-3. You might wish to make multiple copies of this answer sheet to distribute to students.
3. Conclude the lesson with a speculative discussion of question 5 on page 47. This question asks students to consider what advice they would offer to The Woodlawn Organization to help them use their resources more wisely or to acquire new resources. You might divide

the class into five or six subgroups. Ask each group to list suggestions they would offer to The Woodlawn Organization. Then call on one or two groups to respond their suggestions. Have others respond critically to these reports.

Using Political Resources
Part A

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____ _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part A

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART B: KNOWING ABOUT POLITICAL RESOURCES IN YOUR SCHOOL (or in other political settings)

The main purpose of Part B is to teach students to use survey research techniques to gain knowledge about political resources. Activity B-1 introduces the idea of the survey study and presents guidelines for knowing when to use a survey study or a systematic observation study to gain political knowledge. Students are taught what the survey method is and the kinds of inquiries which can be conducted through this method.

Activity B-2 teaches about the kinds of inquiry questions that can be answered through survey research studies. Activity B-3 teaches about the kinds of questionnaire items that can be used as data gathering instruments in survey research. In addition, students can learn about how to build and interpret statistical tables showing the findings of a survey study. Activity B-4 provides instructions about how to select populations and samples to survey. Activity B-5 provides directions for conducting a survey study of political resources in a school.

Activity B-6 provides instructions about how to play a supporter role in a group.

ACTIVITY B-1: KNOWING WHEN TO USE SURVEY STUDIES

INSTRUCTIONAL OBJECTIVES

1. Students can distinguish reasons why surveys and systematic observations are used for gathering different types of evidence.
2. Students can identify knowledge problems that can be solved by doing a survey study.

INSTRUCTIONAL PROCEDURES

1. Ask students to read pages 49-53. Tell them that Part B of Unit Two teaches them about survey research as a method for gaining political knowledge. You might tell students that this lesson relates to subsequent lessons in the Unit, in particular the lesson which requires students to do a survey in the school.
2. Tell students to complete the applications exercise on pages 52-53 to determine whether or not they can identify knowledge problems which can be solved through a survey study. Following are answers to this exercise. Both problems 1 and 3 can be solved by doing a survey study. A survey study is not applicable to problem 2. In this instance, Jeanne needs to be a careful observer of the four officers of the club.

3. Ask students to complete their observation reports based on use of the "Group Political Experiences Observation Record" on pages 174-175 of Unit One. Tell them that they'll be expected to share their reports withthe class.
4. Ask several students to report the findings of their systematic observation study. Have other students raise questions about these reports and respond critically to them.
5. Collect all of the observation records compiled by students in order to return them to students with your evaluation of their work.
6. Conclude this activity by asking students to discuss the two questions at the bottom of page 53 about when and how to conduct survey studies. At this point, expect that students will have a speculative discussion of these questions. The remainder of Part B is designed to teach them about when and how to conduct a survey study.

ACTIVITY B-2: ASKING THE RIGHT QUESTIONS

INSTRUCTIONAL OBJECTIVES

1. Students are able to identify inquiry questions that can be solved through a survey study. Competence can be demonstrated by mastery of the application exercise on pages 58-59 of the textbook.
2. Students are able to write "good" questions for inquiry about political resources in terms of criteria presented on pages 54-58 of the textbook. Mastery can be demonstrated by doing the exercise on page 59 of the textbook.

INSTRUCTIONAL PROCEDURES

The purpose of this lesson is to teach students what the survey method of inquiry is good for. In subsequent lessons students will be taught techniques for doing survey studies. Near the end of the Unit, they will do a survey study about political resources in the school.

Following are suggested steps for teaching this lesson.

1. Assign pages 54-58. Point out to students the Application Exercise on pages 48-59. Remind students that Application Exercises serve as a check on learning. If they are able to master Application Exercises, then they know that they are achieving objectives of instruction. Trying and failing to master an Application Exercise may reveal learning deficiencies that can be

corrected before the Unit Mastery Test is taken.

2. When students have finished the reading assignment and the Application Exercise, discuss the answers to the exercise with them. Following are answers to the exercise on page 58-59. The better questions in these three pairs are: 1b, 2b, 3a. Question 1a is not very significant. Question 2a is too vague. Question 3b is about only one person. Thus, the interview method of inquiry, rather than a survey, is applicable.
3. Conclude this lesson by asking students to respond to the exercise on page 59 of the textbook. This exercise requires students to write two or three "good" inquiry questions in terms of criteria presented in pages 54-58. It might be valuable for students to share some of their questions with one another through a brief discussion. During this discussion, students might be asked to critique one or more questions written by a fellow student in terms of criteria presented in the preceding pages.

ACTIVITY B-3: ASKING AND ANSWERING QUESTIONS ABOUT POLITICAL RESOURCES AND INFLUENCE

INSTRUCTIONAL OBJECTIVES

1. Students can build statistical tables showing frequency and percentage distributions of a single variable. Competence can be demonstrated by mastery of the Application Exercise on pages 63-64 of the textbook.
2. Students can interpret statistical tables that show frequency and percentage distributions of a single variable. Competence can be demonstrated by mastery of the Application Exercise on pages 63-64 of the textbook.
3. Students can evaluate questions to be used in a survey questionnaire according to criteria discussed in pages 64-69 of the textbook. Competence can be indicated by mastery of the Application Exercise on pages 69-70 of the textbook.
4. Students can build statistical tables showing frequency and percentage distributions of two variables. Competence can be demonstrated by mastery of the Application Exercise on pages 75-78 of the textbook.
5. Students can interpret statistical tables that show frequency and percentage distributions of two variables. Competence can be demonstrated by mastery of the Application Exercise on pages 75-78 of the textbook.

INSTRUCTIONAL PROCEDURES

The purpose of this activity is to extend students' knowledge of survey research as a method of inquiry that can be used to study patterns of political resources in schools. Instruction about survey research was introduced in Acitivity B-1. This lesson is an extension of the preceding lessons in Part B. In Activities B-1 and B-2, students learned about the kinds of inquiry questions that can be answered through survey research. In this lesson, students can learn about the kinds of questionnaire items that can be used as data-gathering instruments in survey research. In addition, students can learn about how to build and interpret statistical tables showing the findings of a survey study.

This activity can be taught according to the following steps.

1. Assign pages 60 to 78. Point out the application exercises on pages 63 to 64, 69 to 70 and 75 to 78.
2. You might divide the class into several subgroups so that students can help one another to do the application exercises.
3. When students have finished the application exercises, you should discuss the answers to these exercises with them. See Appendix B-1 of this Teacher's Guide for answers to these exercises. You might want to make multiple copies of this answer sheet so that you can distribute it to students.

ACTIVITY B-4: SELECTING POPULATIONS AND SAMPLES TO SURVEY

INSTRUCTIONAL OBJECTIVES

1. Students can distinguish populations and samples.
2. Students can distinguish representative (reliable and valid) from non-representative sampling procedures.
3. Given a brief description of a survey research problem, students can select a procedure for selecting individuals and/or groups to survey which is both most practicable and most likely to yield an accurate survey.

INSTRUCTIONAL PROCEDURES

The main purpose of this activity is to teach students how to select individuals and/or groups to survey. They are taught when and how to do population surveys and random sample surveys. This activity can be taught according to these steps.

1. Assign pages 79 to 86. Point out the application exercise on pages 84 to 86.
2. When students have finished the application exercise, you should discuss the answers to this exercise with them. See Appendix B-2 for answers. You might want to make multiple copies of this answer sheet, so that you can distribute it to students.

ACTIVITY B-5: DOING A SURVEY ABOUT POLITICAL RESOURCES

INSTRUCTIONAL OBJECTIVE

Students are able to conduct both population and sample surveys of different groups in the school.

INSTRUCTIONAL PROCEDURES

This activity is designed to guide students in conducting surveys of three different groups in the school: administrators, teachers, students. As preparation for this activity, you will need to do two things: (1) You will need to make sure that you have 150 copies of the questionnaire contained in Appendix B-3. They should be found in the materials which accompany Unit Two. You should also be sure that, if students have added questions to the survey, you have mimeographed copies of the questions attached to each original survey; and (2) You will need to make a complete, alphabetical list of the names of all the teachers in your school. Students will be selecting a sample of teachers to survey from your list.

The activity begins with the statement of two inquiry questions that can be answered by conducting a survey study. The questionnaire is presented and its administration is discussed. Then students are instructed in how to select individuals to survey. They then proceed to select samples from administrators, teachers and students in your school. Finally, they dividie into groups and discuss plans for the administration of the

survey sometime in the next 2-3 days.

You might proceed with this activity as follows.

1. Ask students to read pages 87 to 96. Inform them that these pages provide guidelines for doing a survey about political resources in their school.
2. After students have read about how to conduct their survey, examine each facet of the survey with them: (a) the inquiry questions on page 87; (b) the survey questionnaire on page 88-90; (c) sampling procedures on pages 91 to 96. Answer any questions and clarify any ambiguities expressed by students. If students want to add two or three questions to our questionnaire, you ought to allow them to do this. In addition, some of your students might want to conduct other surveys in the school as an "extra-credit" assignment.
3. Provide guidance to students in selecting the administrators, teachers, and students to whom they will administer their questionnaire. Provide them with a list of all teachers in your school from which they will select a random sample. Help them to compile a list of "homerooms" or other classroom units of students at each grade level. Help them to select a random sample of classroom units to survey.
4. Now, either select yourself or have students select one of five groups to work in to administer the survey as follows:

Group I: Administrators
Group II: Teachers
Group III: Seniors
Group IV: Juniors
Group V: Sophomores

You may want to create additional groups because your class size is large. If so, any of the groups can be cut in half and two groups can work to gather data.

5. When the groups have been selected, have students meet in their groups to decide how they will go about administering their surveys. Make sure they have a plan and have checked with you. They will need to complete their survey in the next 2-3 days.

   Note: You should make some decisions about the relevance of names on the questionnaire. If you do not want to use names -- just number the questionnaires in the space provided on the final question. The easiest way to do this is to make administrators 100, 101, etc., teachers 200, 201, etc., and students 300, 301, etc. This way you can count your responses. Otherwise, just have people fill in their names in response to the question.

ACTIVITY B-6: PLAYING A SUPPORTER ROLE

INSTRUCTIONAL OBJECTIVES

1. Students can identify examples of people playing the supporter role in a group.
2. Students can evaluate performances of the supporter role in terms of criteria presented on page 103 of the textbook.

INSTRUCTIONAL PROCEDURES

1. Assign pages 97-103. Tell students that they are expected to read a case study and to identify and evaluate performances of the supporter role in the case.
2. Point out the criteria on page 103 for evaluating performances of the supporter role.
3. Point out the questions on page 103 which students are to use to guide their analysis of the case. Answers to these questions appear in Appendix B-4. You might want to make multiple copies of this answer sheet and to distribute a copy to each student.

Using Political Resources
Part B

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part B

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART C: POLITICAL RESOURCES IN ELITE SYSTEMS

The main purpose of Part C is to introduce and develop comprehension of our concept of an elite political system. We also want students to use the elite and coalitional models to compare patterns of political resources and activities in a local system (Chicago) and a national system (the USA). Activity C-1 teaches our concept of elite political system. Activity C-2 requires students to use their concept of an elite political system to analyze case materials of political life in Chicago. Activity C-3 requires students to compare two cases of electoral politics in terms of the elite and coalitional models.

ACTIVITY C-1: THE ELITE POLITICAL SYSTEM MODEL

INSTRUCTIONAL OBJECTIVE

After doing this activity students are expected to be able to apply an elite political system model to organize and interpret evidence about political activities and resources. The application exercise on pages 109-113 is designed to measure student performance on this objective.

INSTRUCTIONAL PROCEDURES

1. Assign pages 104-113. Tell students that this lesson introduces an elite political system model. They will be required to use this model and the coalitional model presented in Unit One to organize and interpret information about political life.
2. Point out the application exercise which begins at the bottom of page 109 and ends on page 113.
3. Discuss the application exercises. Following is a suggested answer to the question at the bottom of page 109. According to the evidence on pages 110-112, political life at Porter High School seems to be more like that found in an elite than in a coalitional political system. According to this evidence, most of the resources in the system seem to be held by the principal and his assistants. They seem to use their control of these resources to dominate the system overwhelmingly. Following are suggested answers to

the four questions on pages 112-113: (1) elite; (2) coalitional, (3) coalitional, (4) the first two statements

ACTIVITY C-2: POLITICAL LIFE IN CHICAGO

INSTRUCTIONAL OBJECTIVES

1. Students can use our concept of political resources to determine the bases of Mayor Daley's domination of Chicago political life.
2. Students can use our elite political system model to analyze case materials about political life in Chicago.
3. Students can make and defend judgments about the worth of patronage in Chicago politics.

INSTRUCTIONAL PROCEDURES

1. Assign pages 114-119. These pages include two brief cases about Mayor Daley's domination of Chicago politics. Ask students to use information in these two cases to speculate about the answers to the three questions on page 115: (1) What are the bases of Mayor Daley's "clout?" (2) How has he managed to gain and maintain domination of Chicago politics? (3) Does Mayor Daley's Chicago seem to be more like the elite or coalitional political system models that you've studied?
2. Conduct an open-ended discussion of these three questions. At the end of this discussion, tell students that they can check their speculations against evidence presented in subsequent parts of this activity.

3. Assign pages 119-132. Ask students to look for evidence that might help them explain how Mayor Daley has gained and maintained his "clout."
4. Discuss the case materials on pages 119-132 in terms of the questions on page 133. In response to questions 1 and 2, you should expect students to use their concept of political resources to describe and explain Mayor Daley's domination of Chicago politics. In response to question 3, students should use their concept of an elite political system to analyze Chicago politics. Turn to Appendix C-1 for suggested answers to these three questions. You might want to make multiple copies of this answer sheet and to distribute it to students. Encourage students to modify and/or add to these suggested answers, if they feel these answers to be inadequate. However, require them to support their modifications with valid evidence.
5. Assign pages 133-134, which presents alternative opinions about the use of patronage to support the Democratic party's domination of Chicago politics. Ask students to make judgments about these different opinions in terms of the questions on page 135. These questions require students to make and defend value judgments about the use of patronage. Some students may wish to make judgments other than those presented in this lesson. If so, require them to articulate reasons for these judgments.

ACTIVITY C-3: ELECTIONS AND VOTER BEHAVIOR IN TWO SYSTEMS

INSTRUCTIONAL OBJECTIVES

1. Students can use their concept of political resources to describe and explain the outcomes of two elections: the Chicago Mayoral election of 1975 and the presidential election of 1972.
2. Students can use their concepts of elite and coalitional political systems to analyze the two cases about electoral politics in this activity.

INSTRUCTIONAL PROCEDURES

1. Assign pages 136-153, which include two cases of electoral politics. Tell students that they are expected to use their concepts of political resources, elite political system, and coalitional political system to analyze these cases.
2. Point out the four questions on page 153. Tell students they are expected to analyze the two cases about electoral politics in terms of these four questions.
3. Discuss the four questions on page 153 with students. See Appendix C-2 for suggested answers to these questions. You might want to make multiple copies of this answer sheet and to distribute a copy to each student. When discussing these answers, encourage students to modify them as they see fit. However, require them to support any modifications with valid evidence.

Using Political Resources
Part C

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part C

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Part D: Political Maintenance and Change

Part D is designed to teach students about how resources affect political maintenance and change in elite and coalitional political systems. Students first explore how resources contribute to maintenance and change in elite systems by studying an audio-tape entitled "Who Runs the Chicago Police Department?" After listening to the audio-tape and discussing their ideas, students move to an activity on coalitional political systems in Activity D-2. The activity focuses on a second audio-tape entitled "Eleven Million New Voters". The audio-tape gives students a contrasting case of a coalitional political system which is experiencing maintenance and change due to the effects of political resources. Students are asked to compare these two cases and to formulate generalizations about the contribution of political resources to maintenance and change.

In Activity D-3 students use their knowledge about resources to learn about advocate roles. They learn the criteria for performing an advocate role and practice bargaining skills. They then participate in an in-class role play exercise which gives them training in the practice of advocate roles and bargaining skills.

Activity D-1: Who Runs the Chicago Police Department?

In this activity students listen to an audio-tape entitled "Who Runs the Chicago Police Department? Part One". Students will listen to the tape thinking about how resources affect maintenance and change in elite political systems. They will then discuss the audio-tape and draw some generalizations about the relationship between resources and political experiences.

Instructional Objectives

As a result of working with this activity, students will be able to:

1. identify ways in which political resources affect political maintenance and change by analyzing the audio-tape on the Chicago police department. Partial mastery of this objective can be determined by student responses to the questions at the end of the audio-tape. Final mastery of this objective can be determined by student responses to questions on the Mastery Test at the end of this unit.

2. develop generalizations about the relationship between resources and political maintenance and change by analyzing the audio-tape on the Chicago police department. Partial mastery of this objective can be determined by student responses to the exercises following the audio-tape on pages 168 to 170 of the student text. Final mastery of this objective can be determined by student responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

The instructional procedures for this activity are listed below. Each instructional procedure should be followed in sequence in order to effectively teach this activity.

1. Explain to students that they are about to hear an audio-tape called "Who Runs the Chicago Police Department?". The audio-tape will show them how political resources affect political maintenance and change. They should listen to the tape and think about the relationship between resources and political experiences in elite political system.

2. Play the audio-tape "Who Runs the Chicago Police Department?" It should take approximately 15 minutes to play this tape. Students can take notes or read through the script on pages 155-166 of the student materials as they listen to the tape.

3. Discuss the audio-tape with students using the following questions as guides. The answers to the questions are outlined in the paragraphs below each question.

(1) What political resources do you find in the Chicago police department case? How do people use these resources?

Students should be able to see that "status" is used to control the police department. The status group is the democratic machine. Mayor Daley controls the police department and has all of the status that he needs to appoint whatever people are necessary to run it. The ward bosses and the democratic party also have status and can pick out policemen to do various jobs. Students should be able to see that status resource is used by the Daley machine to control the police department. They also give out patronage jobs (wealth) and the ideology of the machine pervades police department politics.

(2) The police department was maintained as an arm of the mayor's office until Orlando Wilson was hired. How were resources used to support political maintenance in Chicago?

Students should see that the elite in Chicago used their status and the wealth of patronage positions, as well as the ideology of the machine to control the police department. It was maintained as an elite system in Chicago because of the machine politics and the control over jobs.

(3) At the time Wilson was hired there were some basic changes were occurring involving the role of the police department in Chicago politics. What were these changes?

Students should see the Summerdale scandals represented a basic change in the ideology of Chicago voters and the police department. They exposed the corruption in the department and made people want to change the police department. One major change was the hiring of Wilson. Wilson was brought in to clean up the police department and be responsive to the public. Students should see that the hiring of Wilson in the Summerdale scandals represent a basic change in the role of the police department in Chicago politics, for the machine would not control the police department and Daley would not control the police department either.

(4) How did political resources contribute to the changes that occurred at the time Wilson was hired? How might they contribute future changes?

Students should see that the political resources of status and wealth contributed to the changes in the Chicago police department. Wilson took command; he had the status to do things with the department. Daley agreed to let Wilson run it. Daley also promised Wilson money or political wealth, therefore gave monetary resources to Wilson to promote change in the department. The patronage jobs ended and the removal of this resource from the ward bosses contributed to the change. If these trends were to continue, the police department could well become a very different type of political organization. It could move to a much less elite organization which was not dependent upon giving away jobs and machine control for its functioning.

4. Ask students to form small groups of five to eight students and read pages 168-170 in the student text. This material is about generalizations and how to form them. The students should read the text and respond to the exercises that are included on pages 169 and 170.

5. Discuss with students their work on generalizations about maintenance and change. Use the following questions as guides for the discussion.

(1) What are the essential elements of any generalization?

Students should see that concepts are the major elements of any generalization and making a generalization involves identifying concepts and making a statement which uses those concepts. They should be able to give examples of generalizations in groups that they know about.

(2) What generalization can you form about the Chicago police department?

Students should be able to form a wide variety of generalizations and they are acceptable at this moment. Some examples are: 1) when elites use resources to control a system, they promote political maintenance; or 2) when wealth is shifted from one activity to another by an elite, political change is promoted. Students should be able to see that generalizations such as these apply to the Chicago case and give them greater understanding of what is going on in the case.

Activity D-2: Eleven Million New Voters

In this activity, students listen to the audio-tape "Eleven Million New Voters". It reflects how resources contribute to maintenance and change in a coalitional political system. They make generalizations about how resources affect maintenance and change in the United States and other coalitional political systems.

Instructional Objectives

As a result of working with the activity, students will be able to:

1. identify how resources affect political maintenance and change in a coalitional system by examining "Eleven Million New Voters" tape and determining what happened in the 18 year old vote issue. Partial mastery of this objective can be determined by student responses to question at the end of the audio-tape. Final mastery of the objective can be determined by student responses to questions on the Mastery Test at the end of this unit.

2. apply their skills of making generalizations to the "Eleven Million New Voters" case. Mastery of this objective can be determined by the discussion at the end of the tape.

Instructional Procedures

The following instructional procedures involve explaining to students what they will hear in the audio-tape, in playing the tape and discussing it. The discussion should be carefully guided so that students can determine how resources affect political maintenance and change. The procedures can be listed as follows:

1. Explain to students that they are about to hear an audio-tape "Eleven Million New Voters," which illustrates how resources affect maintenance and change in a coalitional political system. Ask students to listen carefully to determine what resources are illustrated by the tape and how they affect making some change.
2. Play the audio-tape "Eleven Million New Voters: Part One." It should take approximately 15 minutes.
3. Conduct a discussion of the audio-tape using the following questions as guides:

   (1) What political resources do you find in the 18 year old vote case? How do people use these resources?

   Certainly Emanuel Celler has status in this case. He is an opponent of the 18 year old vote and Chairman of the Judiciary Committee. Congress also has status as a resource, it has postponed a vote on the issue and the processes of amendment are very complex. Students also have resources. They have skills in calling people and getting rides to polls and destributing leaflets. However, they do not have an essential resource; they do not have the vote.

   (2) Students couldn't vote before the voting rights act was passed. How are political resources used to support political maintenance in this case?

   The resource of status in the Congress was used to prevent the 18 year old vote from becoming an issue in the Congress for a long time. Students didn't have necessary resources to make their own case for the 18 year old vote. Both of these situations promoted political maintenance and kept part of the electorate from voting on major political issues and candidates.

   (3) During the period that the act was passed, there were some basic political changes occurring involving Congressmen and the general public in the United States. What were those changes?

Certainly Senator Mansfield used his status to find a way to support a bill that would include the 18 year old vote amendment. There was group support for the 18 year old vote from the President, the NAACP, and other groups such as the Youth Franchise Coalition. There was also an ideological change. People were beginning to think that 18 year olds should vote because they had more education than 18 year olds had before. If they could fight in wars, they should also be able to vote.

(4) How did political resources contribute to the change that occurred at the time the Act was passed? How might they contribute to future changes?

At the time the Act was passed, resources contributed to change because status, ideas and group support in numbers were used to help pass the 18 year old vote. Also, student voting would contribute to future changes because it would give an increasing part of the electorate an important political resource. There were also great numbers of 18 year olds who had time to work on campaigns and had experience as volunteers who could now contribute in the political arena.

(5) Can you draw some generalizations about the effect of resources on political maintenance and change in coalitional systems?

Students should be able to draw several generalizations about maintenance and change. Some can be listed here: 1) when there is not group of dominant status or wealth to back a new issue, a maintenance experience is promoted; 2) when new groups are formed with enough wealth to make an impact, then political change tends to be promoted. All of these kinds of generalizations can relate to the 18 year old vote case.

(6) How did resources contribute to maintenance and change in the war powers cases you read in Unit One, the 1972 Election case you read in Part C of this unit, and the 18 year old vote case?

Students should be able to relate generalizations that they have formed to other cases that they have read about the United States. They should see that in the war powers case, concentrations of resources promoted maintenance and change. They should be able to see that in the 1972 election, people with status and wealth tended to have more pull than others. You should spend some time reflecting back on these cases and bringing together students knowledge about how resources contributed to political maintenance and change.

Activity D-3: Advocate Roles

In this section of Part D, students will learn about advocate roles. They will also learn various skills of bargaining: convince, trade, and confront methods. They will then do a role play exercise in which they will practice taking advocate roles and using various bargaining skills in decision-making situations in the classroom.

Instructional Objectives

As a result of working with this activity, students will be able to:

1. identify the characteristics of successful role play of an advocate role. Students will demonstrate partial mastery of this objective by their responses to questions at the end of the transparency lesson on bargaining. Final mastery of this objective will be determined by student responses to questions on the Mastery Test at the end of this unit.

2. identify three different bargaining methods -- convince, trade and confront -- through the discussion of a transparency lesson. Partial achievement of this objective can be determined by discussion of this transparency lesson. Final mastery of the objective can be determined by student responses to questions on the Mastery Test at the end of this unit.

3. apply their skills in playing advocate roles in bargaining in simulated situations in their classroom.

Instructional Procedures

There are three basic types of activities involved in this lesson. The first is some small group work and discussion on what bargaining is and various ways to bargain. The second activity involves working through a transparency lesson on different bargaining methods. The third activity involves a simulated, classroom role play exercise. All of the materials needed to play the role play exercise are available in the packet called "Taking A Stand" which is enclosed with this unit material.

The instructional procedures for the activity can be listed as follows:

1. Ask students to divide in small groups of five to eight and to read pages 187-198 in the student materials. They should read these materials and discuss the characteristics of bargaining and the "West High Case".
2. You should then hold a class discussion over this reading using the following questions as guides:

   (1) What are some differences between individual and group decision-making?

   The most appropriate responses are bargaining or taking into account other's preferences and trying to influence them.

   (2) Why is it important to take other people's positions into account when you bargain?

   It is important because you're more likely to get support or convince someone of your position if you know where they stand. Students should be able to draw examples from the dialogues they have written to support this point.

   (3) What are some bases for bargaining? What bases are shown in your dialogues?

   Students should be able to know how various bases for bargaining are used in the dialogues they have written.

   (4) How could students in the "West High School" case have bargained with the Committee of 18 members?

   There are three basic ways: convince others, trade with others or confrontation. Students need not use these words for the question as a lead to the transparency discussion. Students can list such ideas if they try to find out their positions and offer them support on some other issue.

3. Take out the Unit II Transparency Packet and begin the transparency exercise on different ways to bargain. The transparencies illustrate three different types of bargaining methods -- convincing, trading and confronting others. They also demonstrate suggestions for when it is best to use various bargaining methods. Guidelines for using the transparencies are given below.

The first eight transparencies illustrate three different ways of bargaining. Students should look at the first transparency and pick out various types of bargaining situations which are illustrated there. They should then move to the second through eighth transparency. The following questions should help you to guide students.

Transparency #2 Convince	What is involved in bargaining by trying to <u>convince</u> someone of your position? You try to get their support for your ideas by presenting a good argument in favor of your ideas. You need information and skills in working with others to do this.
Transparency #3 Application for Convince	How does this picture illustrate a "convince" type of bargaining? Students should apply the ideas generated in the previous transparency to this case.
Transparency #4 Trade	What is involved in bargaining by trying to <u>trade</u> in order to get someone's support for your position? Trading involves exchange rather than one-way communication. A good example of trading is when people agree to vote on one bill in return for support on another bill. It is especially important to know the <u>bases</u> of bargaining when you attempt to trade with others. Support can be traded, money can be exchanged, positions can be guaranteed, etc.

Transparency #5 Application for Trade	Does this picture illustrate trading or convincing behavior? Why? It illustrates trading behavior because there is an exchange.
Transparency #6 Confront	What is involved in bargaining by trying to <u>confront</u> others? Confrontation involves trying to argue <u>against</u> another position rather than for your own. You try to defeat someone else's position so that the group will move toward your own.
Transparency #7 Application for Confront	Does this picture illustrate trading, convincing or confrontation behavior? This picture illustrates trading because it involves exchanges. It could be changed to confrontation if someone tried to argue against a position.
Transparency #8 Review	Review with students the essential elements of convincing, trading and confronting others.

Transparencies 9-16 illustrate when to use the three different bargaining strategies. Students will learn the conditions under which convincing, trading and confrontation are most appropriate to use. They will apply what they learn to various cases. Suggested questions to guide the discussion are given below:

Transparency #9 Uses of Bargaining Methods	Go through each of the uses of various bargaining methods with the students.
Transparency #10 Using a "Convince" Method	Go through the situations which favor a "convince" method.
Transparency #11 Application for Convince	Why would it be appropriate to use a "convince" method in this case? The group clearly has similar general goals. The main actor is in an influential position. The main actor has a major stake in the decision of the group.

Transparency #12 Using a "Trade" Method	Go through the situations which favor a "trade" method.
Transparency #13 Application for Trade	Would it be more appropriate to use a "convince" or a "trade" method in this case? It would be more appropriate to use a trading method because: 1) people are willing to compromise on a position; and 2) there are goods and services which can be exchanged.
Transparency #14 Using a "Confront" Method	Go through the situations which favor a "confront" method.
Transparency #15 Application for Confront	Would it be more appropriate to use a "convince," "trade," or "confront" method in this case? It would be most useful to use a trading method in this case for the reasons listed by transparency #13. It would <u>not</u> be appropriate to confront others because the main actor need not fear a position which is in direct contradiction to his/her own.
Transparency #16 General Application	Which bargaining method is most appropriate here? The most appropriate method is confrontation. It is most appropriate because people have polar opposite positions and the main actors do not want the others' positions to be implemented. They would rather knock out the opposite position than push their own.

When students have completed the transparency lesson, ask them to read pages 199 to 206 in the student materials as a review of this lesson. Indicate that they will practice bargaining in class in the next few days.

4. Have students begin with the role exercise "Taking A Stand " Pass out the background information sheets. Round One of the role play exercise involves the convince cards. The convince cards should be cut in half. Have students work in pairs and trying to convince each other about the issue.

5. When students have worked on convincing each other about the issue for about 10 minutes, have them switch and try to trade with each other over the issue for another ten minutes. They can switch pairs. They need not be with the same student, but at this point they should try to trade something with another student over the issue. Pass out the "trade" role profiles (cut in half) and give students 10 minutes to practice trading.

6. When they have finished convincing and trading with each other as bargaining methods, pass out the "confront" role profiles (cut in half) and have students work in pairs in confronting each other over the issue. This round should last approximately 10 minutes.

7. Discuss the role play exercise with students using the following questions as guides:

   (1) When you tried to convince others to support your position, what arguments seem to work? Why do you think you were successful or not successful?

   Students should see that the arguments work best when there is good information to use as evidence when someone basically agrees with their position.

   (2) When you tried to trade with others, what types of trades did you make? Which were most successful?

   Students should have been able to trade valuable support, information, skills and money to gain the support of others. The success of the trade depends on the interests and needs of the other people involved.

(3) When you confronted others, what strategy seemed to work best in opposing their positions?

Students should see that confrontation works best when you find the key argument that opposes the general moral or logical fabric of someone elses position.

(4) What are the basic characteristics of the successful advocate and how did you carry them out in your role?

Students should be able to discuss the role they have taken as advocate and to list the following characteristics of a good advocate: 1) an effective advocate knows the general feelings of the people in a group about a issue; 2) an effective advocate can influence others and knows their interesits and what will satisfy them; 3) an effective advocate states a clear position on an issue; 4) an effective advocate presents reasons for his/her position; 5) an effective advocate knows how and when to use various bargaining methods.

Using Political Resources
Part D

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ___ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part D

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Part E: Political Development and Conflict

There are three activities in this part. They involve students in learning about how resources affect political development and conflict. The first exercise involves listening to Part Two of the audio-tape on the Chicago police department and determining how resources affect political development and conflict in an elite political system. The second exercise involves the second part of the audio-tape "Eleven Million New Voters" and student discussion of how resources affect development and conflict in a coalitional political system. When students have completed these exercises, they have further lessons on comparison and learn to make generalizations and make comparisons about maintenance, change, development and conflict in coalitional and elite systems. They then take advocate roles in school or community settings and practice these skills that they have learned in class in performing an advocate role.

Activity E-1: Who Runs the Chicago Police Department?: Part II

In this activity, students will listen to the second part of the audio-tape, "Who Runs the Chicago Police Department?" They will read some generalizations at the beginning of the tape and then listen to the tape and look for relationships between resources and experiences which amplify their findings about maintenance and change in elite systems.

Instructional Objective

As a result of studying this activity, students should be able to identify and how resources affect political development and conflict

in elite systems. Partial mastery of this objective can be determined by student responses to the discussion after the audio-tape. Final mastery of this objective can be determined by student responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

There are three basic instructional procedures for this lesson. They are listed as follows:

1. Ask students to read pages 207-208 of the student materials. Talk with them about the generalizations that are contained in these pages and what they have found about the Chicago police department.

2. Play the audio-tape "Who Runs the Chicago Police Department?: Part II". Tell students that they will be listening to a tape which reflects how resources relate to political development and conflict. Ask them to think about what resources are used and how they contribute to development and conflict in this case.

3. Discuss the audio-tape with students using the following questions as guides:

   (1) What political resources do you find in this case? How are resources being used?

   Students should be able to see that status is being used as a resource. Wilson had the status to redraw district lines and to cut the power of the ward bosses. He also had Daley's support. Daley's status helped Wilson to make reforms in the police department. There was also more money coming into the police department than there had been before. Finally, Wilson had some ideas about how to create a professional police department.

(2) When Wilson took over the police department there were many changes in the department and how it related to Chicago politics. List some of the changes.

There were changes in the status relationships within the department which contributed to the general change. Wilson was definitely in charge for the first time. Daley was staying out of it. There was more money in the department and a new ideology of professionalism was created.

(3) How did the use of political resources affect these changes? State some generalizations and some examples.

Students should be able to see that the new status relationships made the department more democratic and more professional. They should be able to see that the system was moving from a less elite to a more bureaucratic system in which people took professional roles and had their place in the department. Money contributed to that also because more people could do more things, get more equipment, and specialize more in order to serve the needs of the Chicago citizens. Ideology contributed to the change toward a more bureaucratic form by the increased professionalism and examination procedures.

(4) The hiring of Wilson and the reform of the police department generally promoted political development in Chicago politics. What can you say about the effect of resources on political development in this case?

Students should see that in this case the system became less elite and more bureaucratic. Mayor Daley even had to move through channels as Wilson took over the reform of the police department. It promoted division of power in Chicago and more participation by police in a professional police department.

(5) Wilson's actions promoted a conflict with Daley and the Chicago machine. What are some examples of the conflict?

In this case there was a conflict of status as a resource. Status was divided between Daley and Wilson. As Wilson began to take on more status and the police department began to undergo major reform, Daley became upset at giving Wilson this power. He tried to exert more control over the police force and during the riots made different orders than Wilson would have put out. This is an example of a conflict where resources are spread and people try to maintain control. In this case Daley

and Wilson fought it out for a considerable period of time.

(6) How did political resources affect conflict in this case? State some generalizations.

Students ought to be able to state generalizations using examples from the audio-tape. Examples of generalizations would be those in which control promoted friction between Daley and Wilson.

Activity E-2: Eleven Million New Voters: Part Two

This activity is designed to focus on two ideas. First, students will extend their knowledge of making comparisons by thinking about what they have learned about maintenance and change in coalitional and elite political systems. They will then listen to an audio-tape which will give them some background on how resources affect development and conflict in coalitional systems. Through these exercises they will come to a clearer understanding of how resources affect maintenance, change, development and conflict in coalitional political systems.

Instructional Objectives

As a result of working with this activity, students should be able to:

1. develop comparisons about the effects of resources on maintenance, change, development and conflict in a coalitional political system. Partial mastery of this objective can be determined by student responses to discussion questions after they have done the comparison exercises. Final mastery of this objective can be measured by student responses to the Mastery Test at the end of this unit.

2. identify ways in which resources affect political development and conflict in coalitional political systems. Partial achievement of this objective can be determined by student discussion of the audio-tape "Eleven Million New Voters: Part II". Final mastery of this objective can be measured by student responses to the Mastery Test at the end of this unit.

3. apply their knowledge of making comparisons to the "Eleven Million New Voters" case. Through exercises in making comparisons and discussion of the audio-tape, students will be able to apply their skills. Final mastery of this objective can be determined by student responses to the Mastery Test at the end of this unit.

Instructional Procedures

The following instructional procedures are listed in order to help you move through this activity:

1. Ask students to read the section on comparison on pages 220-226 of the student materials. Divide them into groups of five to eight students and have them respond to the exercises contained on these pages.

2. Discuss with students the exercises they have completed. Use the following questions as guides:

   (1) What generalizations and comparisons could you make between maintenance in elite and coalitional systems?

   Students should be able to see that in the Chicago case, status was used as a resource to promote maintenance. In this case status was unequal between Daley and the police department and so Wilson was hired. In this case a generalizations can be formed: In elite systems, status inequality promotes political maintenance. In the "Eleven Million New Voters Case" status <u>equality</u> promoted political maintenance. There were various status groups participating -- the President, the courts, and the legislators. This kind of status equality promotes political maintenance in a coalitional system.

(2) What generalizations can be formed about political maintenance based on your knowledge of the Chicago and U.S. cases?

Two basic generalizations, as well as others, can be formed: 1) In elite systems, status inequality promotes political maintenance; 2) In coalitional systems, status equality promotes political maintenance.

(3) What is the significance of the generalizations you have developed about maintenance in coalitional and elite political systems?

Students should be able to state that they understand how the system functions in the same or different way because of the generalizations they have formed. The significance of a comparison is that what is said leads a student to understand how a system functions, or how it will change.

3. Have students listen to the audio-tape "Eleven Million New Voters: Part II". This tape should take approximately 15 minutes. Tell them that it relates political resources to the political experiences of development and conflict. Have them think about this relationship as they listen to the audio-tape.

4. Discuss the audio-tape with students using the following questions as guides:

(1) What political resources did you find in this case? How are resources being used?

The resource of the vote is the major resource in this case. There are also status resources being used by Congressmen and people in the judiciary. Ideas are resources used by all groups.

(2) Several Congressmen took opposing sides in the 18 year old vote issue. What were some of the basic contradictions in their ideas which promoted the conflict?

Those who were opposed indicated that 18 year olds were not old enough to vote and questioned the constitutionality of the 18 year old vote amendment. Those that were in favor said that 18 year olds did take responsibility for families and other citizen roles and they were well educated. Others argued over whether or not there should be an amendment or a seperate law in the Supreme Court case. All of these differences in ideology promoted the political conflict.

(3) How did political resources affect conflict in this case?

The "idea" resources affected this conflict demonstrably. Conflicts over the idea of the amendment and who should decide about the issue were made in the courts, in the Congress and among the citizenry. More people contributed many ideas and there were differences in point of view and contradictions which helped to promote the conflict.

(4) The 18 year old vote promotes more participation in the U.S. system. The results of the passage of the amendment illustrate political development. Give some examples of how the case provides an illustration of this political experience.

Students should see that increased participation by eleven million new voters in the electorate of a coalitional system makes it more participant. In this case the student vote brings more resources in and more participation which promotes a change toward a more participant system.

Other political resources affect development in this case. Both the resources of numbers and votes affect development by promoting a more participant system.

(5) What are some comparisons you can make about development and conflict in elite and coalitional systems?

Students should be able to see that in elite and coalitional systems, development and conflict are promoted by changes which move it in a more participant direction. The Chicago police force became more bureaucratic because of increased participation of the police and changes in the status hierarchy in Daley's Chicago. The U.S. system

became more participant as a result of increased participation of eleven million new voters.

What concepts would you use as a basis for your comparison?

Students should see that they can use the concepts of status, votes, ideas and numbers as resources and relate them to development and conflict.

What generalizations can you make about similarities and differences in the two cases?

Generally, students should be able to see that the cases are similar and that both systems were moved toward a more participant system. In both cases, the use of resources promoted more participation and a change in status hierarchy. Differences between the two cases are that in the elite case Daley had to give up some power. No one in the coalitional system had to give up any power, they just had to share with more people to make it more participant.

Are these comparisons significant? Why?

These comparisons are indeed significant. The U.S. system may well function differently because of the 18 year old vote. Certainly, people like Jeremy Gilding being elected are important changes in the system. Therefore, comparing how resources affect political development and conflict is significant because one can understand how systems as wholes can change over time.

Activity E-3: Taking Advocate Roles in Your School

In this lesson students will set up an out-of-class activity in which they can take advocate roles in groups in their school or community. They will spend time in class choosing groups and issues and discussing the observation record for the activity. They will then conduct the activities out-of-class and discuss their findings in further units.

Instructional Objective

The objective of this activity is for students to apply their skills in taking advocate roles to group settings in their school. When the observation records are shared in class discussion after the activity, you should be able to determine to some extent whether or not students successfully took advocate roles.

Instructional Procedures

The instructional procedures for this activity should be followed carefully. Basically, what you want to do is to organize students for an out-of-class activity. Be sure they understand both the advocate and the observer roles which each student will take and be sure to make time after they have completed their activity to discuss it in class.

The instructional procedures can be listed as follows:

1. Ask students to read pages 242-245 of the student materials. Divide them into small groups of five to eight students and have them do the exercises that are found on pages 242 and 243.

2. Ask the class to choose school or community groups in which they can carry out their activity. For each group that is chosen in which an activity will be carried out, there should be a pair of students willing to undertake the activity. One of the students will be an advocate, the other student will be an observer.

For any student in the class, a student will be an advocate in one group, and also an observer of another student's activity in a second group. If a pair of students wants to trade roles for two groups, that's fine. Otherwise, the pairs can criss-cross across the class as long as every student has the opportunity to be an advocate in one setting and an observer in another.

3. After students have chosen groups in which they will work, ask them to think about issues and stands they could take on issues before the group. They should write these issues and stands on a piece of paper.

4. When students have thought about these issues and understand what they are going to do, they should look at the observer record on pages 244-45 of the student materials. You should discuss this record with the students. Answer any questions they might have about the observation record. Tell them that the observer should keep this record for class discussion later on.

Be sure you make time to follow-up on this activity in later parts of the course. Whenever students have finished playing an advocate role, take a day out and discuss with them the successes and failures of their activities. Use the questions on the observation record as a basis for discussion.

Using Political Resources
Part E

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)

   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part E

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- ☐ The objectives were not worthwhile for my...
  - ☐ ...high achievement students.
  - ☐ ...average achievement students.
  - ☐ ...low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- ☐ The objectives were not appropriate for my...
  - ☐ ...high achievement students.
  - ☐ ...average achievement students.
  - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.
- ☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

- ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
- ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
- ☐ The audio-visual exercises were neither interesting or helpful to the students.
- ☐ Other (specify) _____

9. The way this part was designed provided me with enough feedback to know whether most of my (check appropriate places)

- ☐ high ability students
- ☐ average ability students
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Comments:

Part F: Future Political Systems

In this part of Unit Two, students will learn about how to forecast alternative futures. It's an important skill for them to learn because they need to be able to think about how what they know about politics relates to their own futures, as well as the futures of the system. In this part they will learn a variety of steps in the forecasting method. They will use the U.N. General Assembly and its relationship to the developing nations as a case through which they can consistently learn and apply skills in forecasting. They will then apply their knowledge to a new case, "The General Knitwear Factory." This is a case about China and its changes as a political system.

Activity F-1: Forecasting Alternative Futures

In Activity F-1, students will learn three major steps in forecasting by moving through a case on the U.N. General Assembly. They will then apply their knowledge to a China case on the General Knitwear Factory.

Instructional Objectives

1. Students will be able to identify the appropriate steps in forecasting future events. Partial mastery of this objective can be determined by student responses to the exercises in Activity F-1. Final mastery of this objective can be determined by student responses on the Mastery Test at the end of this unit.

2. Students will apply their knowledge of forecasting to the case of the U.N. General Assembly and the case of the General Knitwear Factory in China. Partial mastery of this objective can be determined by students responses to questions at the end of the General Knitwear Factory case.

Instructional Procedures

The instructional procedures for this activity can be listed as follows:

1. Divide students into small groups of five to eight students and ask them to read pages 246-56 in the student materials. These materials present the steps in forecasting and use the U.N. General Assembly as a basis for learning about forecasting.

2. Discuss with students their responses to exercises in pages 246-56. Use the following questions as guides for discussion.

   (1) What are the three main steps in forecasting future events?

   Students should be able to state three main steps in forecasting found on page 246 of the student materials. They are: 1) identifying a trend in the political experience of one or more political units; 2) projecting alternative future events in the political experiences of one or more political units; and 3) determining the likelihood of alternative events.

   (2) What role have developing nations played in the U.N. General Assembly in the last ten years?

   Students should be able to see how the developing nations have increased the number of members in the U.N. General Assembly and have made a different set of demands on the Assembly generally. They have pushed for policies such as rejecting apartheid in South Africa.

   (3) What generalizations can you list about the United Nations in its relationship to developing nations?

   One generalization that students might make is that increasing participation in the United Nations has

made it develop into a more truly coalitional or participant body. It is no longer dominated by the U.S. or Soviet blocs. Students should be able to make other generalizations based on the case.

(4) What are possible alternative futures for the United Nations?

Students ought to be able to see that the U.N. could get increasing membership and become more and more participant with no single bloc dominating the group. They could also see an elite system forming by the Afro-Asian bloc becoming solidified and dominating the scene. Still another alternative would be to compartmentalize what the membership does and make the U.N. General Assembly a special service with much of the political decisions going on outside the General Assembly. This would be a bureaucratization of the U.N.

3. After students have discussed their exercises you should lead a discussion about how nations should be represented in the U.N. General Assembly. There is a dialogue on page 257 which can be read in class and used as a basis for talking about which future students prefer to have for the United Nations. You should guide the discussion using the questions that appear on page 258. Be sure that students state their values and what alternative futures they would prefer and why they would prefer these alternatives to others. It is important that you get them to state their reasons.

In discussing this exercise, students should be aware that there are three important steps in any reasoning through any value situation. One is to clearly state a position. Another is to give reasons for your position. And still another is to listen to others opinions and perhaps modify

your own opinions based on what they have said to you. These three elements of any moral reasoning discussion should be stressed with students, as well as the fact that knowing your preferences is an important part of forecasting.

4. Discuss with students pages 259-60 of the student materials. This section focuses on the probabilities that could be assigned to different alternative futures. Determining the probabilities is an important part of forecasting. Because we do not want to teach students statistics at this point, the way they derive a particular probability of ten percent or sixty percent will be by the reasons that they give for why they think the alternative will come about or will not come about.

   See if the class can agree on one alternative future which seems most likely. They should assess the alternative futures they prefer and the probabilities for those futures and think about how their preferences and the probabilities can coincide. They should determine which is the most likely statistically and which is the one they most prefer and come to a compromise about what they think will happen or could happen.

5. Have students break into small groups and read the case on the General Knitwear Factory contained on pages 261-267 of the student materials. Have students respond to the questions at the end of the case.

6. Discuss the steps in forecasting with students and ask them to apply their skills, using the General Knitwear Factory case as a base. Use the questions on pages 266-267 of the student materials as a basis for holding your class discussion. Students should be able to go through each step in the forecasting process using these questions.

Activity F-2: Political Futures in Your School

This activity involves students in assessing the future of political life in their own school. Students should use materials from the School Political Resources Questionnaire, as well as their knowledge of alternative futures to answer to questions contained on page 268-269 in the text.

Instructional Objectives

As a result of working with this activity, students should be able to apply their knowledge of alternative futures to political life in their school. Partial achievement of this objective can be determined by answers to questions on pages 268-269 in the text.

Instructional Procedures

1. Tabulate the School Political Resources Questionnaire. Do this by working through each question in class and asking students to raise their hands if their questionnaire has one of the responses. For example, read question 1, talk about it and see where most people in your school responded. See whether students think that it is an accurate reflection of

the politics of their school or not. They can both talk about the strength of the questions as well as the responses that they got from respondents. Then move to question 2, see where the majority of responses fall. Try to relate this finding back to question 1 and think about whether or not the school is a coalitional system or more of an elite system. Perhaps it is neither and it is "not quite" elite or "more than" coalitional. Students should get a feel for whether they think their school is more elite or coalitional in its politics. They should also think about what kinds of factors might influence change in their school. You may want to make a list of the dominant characteristics of the school that are stated by the students on the blackboard.

2. Project the alternative futures that are possible for your school. Ask students to think about the political types in which they have categorized their school and to go through the forecasting method thinking about future changes in the school and why they might happen. Use the question on pages 268-269 as a basis for your discussion. You might want to break students into small groups first and have them go through some forecasting and then hold a class discussion. Otherwise, just go ahead and use the questions as a basis for talking about what could happen in the school.

When you have finished this activity you will want students to take the Mastery Test over the entire unit. This Mastery Test will be in your hands before you finish the unit. It is the Mastery Test

Two, put out by National Evaluation Systems. It should have the name of the unit printed on the Mastery Test.

Using Political Resources
Part F

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Using Political Resources
Part F

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Appendix A-1: List of Political Resources in The Student Profiles

The following political resources are found in the student profiles listed on pages 7 to 9 of your text. Compare your answers to those provided here. If you think additional resources are present in the profiles, list them and indicate why you think your additions are good ones.

Sam Studley:

1. Can organize groups.
2. Knows many students and is liked by them.
3. Other: _____

_____

_____

_____

_____

_____

_____

Blanche Banks:

1. Controls money.
2. Has ideas.
3. Other: _____

_____

_____

_____

_____

_____

_____

"Red" Mackey:

1. Has respect of teachers and students.
2. Can convince teachers.
3. Other: _____

_____

_____

_____

_____

Chris Chavez:

1. Has many good ideas and plans.
2. Has control over one means for getting information to people in the school (the newspaper).
3. Other: _____

_____

_____

_____

_____

Mary Rosen:

1. Has knowledge of rules.
2. Has information about lounges at other schools.
3. Other: _____

_____

_____

_____

_____

_____

_____

Ada Sliwinski:

1. Has respect of people in school.

2. Knows how to convince others of her poisition, especially the principal.

3. Other: _____

_____

_____

_____

_____

_____

_____

Appendix A-2: Answers To Exercises In Several Frames in Activity A-2

Answers To Exercises In Frames 11, 12, 13, 14, 15

In Frame 11, the minister is using political resources to influence members of his congregation. The minister's influence stems from the respect some might have for the morality associated with his status, or position. Ministers are supposed to speak against evil and corruption. Thus, they have potential to affect the behavior of those who accept their beliefs about right and wrong.

In Frame 12, the man on the sidewalk is not using resources to influence the driver. There does not seem to be any relationship between the driver and the pedestrian. The driver would probably stop for the red light regardless of the commands of this man, whom he does not know. The driver is not paying attention to the man, except as a pedestrian whom he does not want to hit with his automobile.

In Frame 13, the gunman is using resources to influence the other man in the picture. The pleading man believes he will be shot unless he does as the gunman says. The gunman's potential for using his weapon gives him power over the pleading man. The gunman is in a position of influence.

In Frame 14, the army officer is using political resources to influence the other soldiers. The soldiers have respect for the general's rank, or status, over them. They know he has the potential to punish or reward them. Thus, the general has a

position of influence in this relationship with his soldiers, who defer to him.

In Frame 15, Group C has more resources than the other two groups. This group has more money, education, which is related to skills and information, and status in organizations.

Answers To Exercises In Frames 21, 28, 29

Students might respond as follows to the exercise in Frame 21. Those with more money might have a poltical advantage over those with less money. They can use their money to make contributions to election campaigns or to the activities of interest groups. They might use these contributions to bargain for favors from the recipients. People with money can use it to finance various kinds of political activities of their own.

Students might respond as follows to the exercise in Frame 28. The formal status relationships in this example are between the boss and his employees. His position of authority is supported by the rules and contracts of his business. The informal status relationship in this situation is between the boss and his wife. Most likely ties of affection and respect are the bases of this relationship.

Students might respond as follows to the exercise in Frame 29. The mayor is in a stronger position of influence in Plan #1. In Plan #2, the mayor is more under the influence of the City Council and has less direct control over appointed officals. The status relationships shown in these plans for city government are formal. They are also likely to be reciprocal to a very great extent. Those in leading positions, such as the mayor, are likely to

consider the wishes of those who follow them. Also no one individual or group is clearly in a position to dominate others all the time.

Answers To Exercises In Frames 35 and 38

Students might respond as follows to the exercise in Frame 35. The Supreme Court is in the stronger position of influence in the diagram. The main bases for the influence relationship in the diagram are law, respect, status, authority, and power. Those in lesser positions of influence in the diagram could have some influence on those in higher positions. For example, the Supreme Court hears appeals from lower court decisions. Those involved in the lower court decisions can make arguments to the Supreme Court members to influence their decisions about the appeals cases. The diagram shows formal status relationships. These relationships are defined by law.

Students might respond as follows to the exercises in Frame 38. The pictures show that influence relationships are limited to particular times, places, and people. In Frame 39, the army officer is in a position to influence the solider. But in Frame 40, the solider receives his discharge from the army, and the officer is no longer in a position of influence over him.

Answers To Exercises In Frames 54, 57, 58

In Frame 54, students should respond that those with more income are likely to have more education than are those with less income. We might assume that those with more education

have more opportunity to acquire information and skills relevant to political activities. Thus, we can conclude that those with more income and education are more likely than others to have more political influence.

In Frame 57, students should respond that those with few political resources are less likely than those with many resources to have influence in a group. The X's should be placed in Boxes "A" and "D" in the diagram.

In Frame 58, students should respond as follows. Group A is likely to have the most influence in this system, because this group controls most of the resources in the system. Groups C, D, E, and F are likely to have the least influence, because they have the least resources.

Appendix A-3: Answers To Questions on Page 48

1. The black people in this case had relatively few resources of money and status. They acquired information and skills during the time described by the case. However, at the beginning of the case they had few of these resources. During the period described by the case, they also acquired valuable ideas about group solidarity and political tactics.
2. Statement "b" is the correct response.
3. Statement "b" is the correct response.
4. The people of Woodlawn used public demonstrations, because they did not have sufficient resources to gain access to important public officials through the usual channels of communication. Through demonstrations they hoped to gain publicity for their goals and to win public sympathy and support.
5. Students might respond quite variously to this question. Here is a commentary about the ideas of Saul Alinsky, which is pertinent to discussion of this question.

   Saul Alinsky was the funder and director of the Industrial Areas Foundation in Chicago. The purpose of the foundation was to develop political skills among leaders in communities of poor people. Alinsky believed that people with little money, little knowledge, and little or no political skills have little power. He knew that these "have-nots" could not compete individually with privileged people to achieve political

objectives. He tried to teach the "have-nots" that they need to organize, to pool their political resources in support of common goals. As deprived individuals, the "have-nots" cannot have much power. But as organized political actors, these same deprived individuals might be able to compete politically with the "haves." Until his death in 1972, Saul Alinsky worked to bring about a larger distribution of political resources to poorer people so that they might be able to deal with their political problems more effectively. As he said, "The job is getting the people to move, to act, to participate; in short, to develop and harness the necessary power to effectively conflict with the prevailing patterns and to change them." As Alinsky knew so well, a <u>key</u> to developing and harnessing "the necessary power" is learning political skills.

Appendix B-1: Answers To Exercises On Page 63-64, 69-70 and 76-78

Table 4 on page 64 should be completed as follows.

Response	Proportion Responding
final say	0% (N0)
lot of influence	20% (N40)
little influence	50% (N100)
no influence	30% (N60)
Total	100% (N200)

Proposition 1 on page 63 is uspported by the evidence in Table 4.

Following are correct responses to the exercises on pages 69-70.

In response to item 1, the question is extremely ambiguous and would be unlikely to yield equivalent data. It seems that different respondents could easily interpret this item very differently. Thus, the answers are not likely to be reliable or valid.

In response to item 2, both the question and the approach of the interviewer are "loaded" against the ID rule. Thus, the answers to the question are not likely to be reliable and valid.

Table 10 on page 77 should be completed as follows

Responses	Percentage Responding	
	9th Graders	12th Graders
1. Have Most Skills	A. 10% (N10)	F. 25% (N15)
2.	B. 13% (N12)	G. 20% (N12)
3.	C. 17% (N15)	H. 20% (N12)
4.	D. 39% (N35)	I. 17% (N10)
5. Have Few or No Skills	E. 20% (N18)	J. 18% (N11)
TOTAL	99% (N90)	100% (N60)

Following are correct responses to items 1-3 on page 78

1. Incorrect

2. From the evidence in the Tables, it is not possible to determine whether the statement is correct or incorrect.

3. Correct

Appendix B-2: Answers To Exercise On Pages 84-86

Following are current responses to the exercises on pages 84-86.

Statements 1a and 1b are true. Statement 2a is false. The population in this study is all the students in your high school, not all high school students, which would be an enormous population. Statement 2b is true. Remember that a population is all of something that you might want to survey. A sample is a part of a population that is selected for the purpose of making reliable and valid generalizations about the population. Statement 3a is true and 3b is false. The population in this study is all high school students in Gary, Indiana. In contrast, if you select a small part of the population and ask questions only of the members of this sample, then you are making a sample survey of the population.

The correct response to item 4a is that only the third sampling method is random; every member of the population had the same chance of becoming part of the sample. The correct response to item 4b is that only the third sampling method is likely to be valid.

Appendix B-3: A Survey Of Political Resources In Your School

School Political Resources Questionnaire

This questionnaire is about politics in your school. It will help us to find out what kinds of political influence, information, skills people have in our school. Knowing more about the questions below should help us to have information about our school and to make better use of the resources that are available to us.

The questionnaire will be taken by students, teachers and administrators. It is important to answer all the questions so that we can have complete information. It will not take long to fill out, for it is only ten questions long.

Please respond to the questions as indicated by the directions for each separate item.

1. As you think about politics in your school, does it seem that you have a lot, some or only a few political resources (i.e. high status, information, skills, ideas) which can help you to solve everyday problems?

   _____ a. It seems we have most of the resources we need.

   _____ b. We have some resources, but we have need for other resources which we do not have.

   _____ c. We do not have many resources.

2. Which best describes how influence is used in your school? (Check the one statement that is best.)

   _____ a. Students and teachers do what administrators have decided they shall do and there is little opportunity to change the administrators' minds.

   _____ b. Students and teachers can talk to administrators and maybe change their minds on some things, but administrators still have control over what gets done.

   _____ c. Students and teachers can get the administrators to go along with what they want quite often.

   _____ d. On different issues, students, administrators, and teachers have roughly equal opportunity to get their way.

3. Consider how much you now know about what goes on in the school. Do you think you are well-informed? (Circle the number in the scale below which indicates your judgment about how well-informed you are.)

Very Well-Informed 1 2 3 4 5 Not Well-Informed

4. In every school some people have special skills. They know how to organize groups, how to speak persuasively, how to bargain with others, how to make good decisions, etc. Do you think you have these skills? (Circle the number in the scale below which indicates your judgment about the extent to which you have these skills.)

I have most of these skills 1 2 3 4 5 I have few or none of these skills

5. Put an X by the answer that describes how decisions are made in groups in your high school.

_____ a. One person or a small group decides. Everyone else follows along.

_____ b. A few groups or small number of people agree. Everyone else follows along.

_____ c. A majority of the people interested in the decision must agree on the decision before it can be made.

_____ d. Almost everyone interested in the decision must agree on the decision before it can be made.

6. How much say do you feel you have in important school decisions that affect you?

_____ a. very much

_____ b. much

_____ c. a little

_____ d. none

_____ e. uncertain

7. Which of the following are you?

_____ a. Black, Afro-American

_____ b. White, Caucasian

_____ c. American Indian, native American

_____ d. Spanish Surname, Chicano(a), Latino(a)

_____ e. Other than above

8. Are you a female or a male?

_____ a. Female

_____ b. Male

9. What is your grade in school?

_____ a. Student in grade 10

_____ b. Student in grade 11

_____ c. Student in grade 12

_____ d. Teacher

_____ e. Administrator

10. What is your name or identification number? _____

Thank you very much for completing the questionnaire. It will help us in our class work.

Appendix B-4: Answers To Questions On Page 103

Marcia and George performed supporter roles in this case. They assumed responsibility for conducting the survey study of opinions about the I.D. rule. They also tried to influence administrators to change the rule after this became the policy of their group. They seemed to play the supporter role in terms of the criteria, or standards listed on page 103. Thus, we can give a favorable evaluation to their performances of this role.

Appendix C-1: Answers To Questions On Page 133

1. Mayor Daley's domination of Chicago politics is based on his dual positions of influence -- mayor of the city government and chairman of the county democratic party organization. Party chairmanship is the more important of these two positions of influence. A most important basis of the party chairman's power is control over patronage. The party chairman also serves as the Treasurer of the party organization, which gives him control over fund raising and use of funds. The party chairman also is in the key position to decide when the party will support in election campaigns.
2. Mayor Daley has managed to gain and maintain his "clout" through skillful use of the party organization. As leader of this very centralized organization, he has acquired control over the giving or withholding of important resources. In order to achieve things they want, many people must go along with what Mayor Daley wants.
3. Many facets of political life in Mayor Daley's Chicago seem to fit the main features of the elite political system model. For example, in Chicago, Mayor Daley and his party organization control a large share of the important resources in the system. This unequal distribution of resources helps Daley and his party organization to dominate Chicago politics. However, the political system in Chicago does not correspond exactly to the elite model. As discussed previously, our political system models are sets of ideas which can help us analyze and compare political life in different places and at different times. However, we should not expect political life in a particular place such as Chicago to fit one of our political system models exactly. Rather, it is appro-

priate to think about the extent to which the model fits real political life. That is, we should try to decide whether political life in a place such as Chicago is more or less like an elite political system model or a coalitional political system model. Given the two models we've worked with so far in this course -- the elite and coalitional models -- we can conclude, on the basis of evidence in Part C of this unit, that political life in Chicago is more like the elite model than the coalitional model.

Appendix C-2: Answers To Questions On Page 153

1. In both the Chicago mayoral election of 1975 and the presidential election of 1972, the victors had many more political resources than the losers. This was especially true in the Chicago election. For example, Daley had much more money donated to his election campaign fund than the other candidates. He also had his vast "army" of patronage workers to help him campaign for office. The only competing candidate who had resources to challenge Daley was William Singer. However, he lacked the political skills, knowledge and experience of the Mayor. In addition, his organization was not as strong as Daley's was.
2. Daley's victory was more overwhelming than Nixon's was. For example, Daley's party organization amassed an unprecedented landslide victory for him and other party members running for city office. After the election, Daley's organization had 45 of the 50 seats on the City Council. In contrast, Nixon's Republican party was unable to win a majority of seats in Congress. The Democrats also won more governor's races than the Republicans did.
3. The political resource pattern in the Chicago case is more like an elite political system model than like a coalitional model. Control of the important resources in the system tends to be in the hands of Daley and his party organization.
4. The political resource pattern in the presidential election case is more like a coalitional political system model than like an elite model. No one person or group tends to control the most important resources. Rather the distribution of these resources in more widespread across different groups in the national political system.

Appendix D: Bargaining

BACKGROUND ON NEW SPACE FOR WESTMONT HIGH

Westmont High was cramped. Over 1,000 more students attended the school than it was supposed to handle. Students were crowded into large classes in rooms built for much smaller class sizes. The school had some excellent sports teams, but the gym had inadequate facilities and could not hold the large crowds which came to see basketball games.

Several members of the community and the school board were upset about these conditions. They wanted students to have more classroom space and better gym facilities. They wanted to introduce a bond issue to get community tax money to build an addition to the school. A petition was being circulated in support of the bond issue.

Several members of the School Board and the community were opposed to the idea of a bond issue. Taxes were already high, and the voters had voted down three previous attempts to raise money for the school. Some community members were willing to give financial aid to the community, but they were more interested in having long-overdue street repairs rather than new school facilities.

The issue was being hotly debated in many school board meetings. If you were trying to influence a school board member, what bargaining method would you use? How would you use it?

Bargaining
Round One
Convince Method

Appendix D: Bargaining

ROLE PROFILE: MR./MRS. SMITH

You are in favor of a bond issue to raise money for new school facilities. You know that Mr. and Mrs. Stillman are wavering toward being in favor of the bond issue. They have two children in Westmont High School. They are concerned about their education. They are also worried about the general welfare of the community. They think that streets should be improved and parks should be kept up.

You know that the bond issue is a special case and will not affect the city's budget. You also have a child in the schools. How would you attempt to convince Mr. or Mrs. Stillman of your position in favor of the bond issue?

Bargaining
Round One
Convince Method

ROLE PROFILE: MR./MRS. STILLMAN

You are unsure of whether you should support the bond issue. Lately, you have noticed that many streets in the city are not in good condition. You are worried about cars being damaged in pot holes. You also think that parks in the city are deteriorating.

You know that Mr. and Mrs. Smith favor the bond issue. They have children in school. They too, however, are dedicated to keeping the city an attractive place to live. How would you convince Mr. or Mrs. Smith to support roads and parks?

Bargaining
Round Two
Trade Method

Appendix D: Bargaining

ROLE PROFILE: MR./MRS. WEATHERMAN

You are strongly in favor of the school bond issue. You have children in schools and you want these schools to be as good as possible. Generally, you believe that schools are top priority agenda items for the school board and the city as a whole.

You know that Mr. and Mrs. Green are opposed to the bond issue. They think raising taxes to support new expressways is more important than schools. Expressways will bring people and businesses into the central city. Otherwise the city center will die.

You and the Greens will vote on the same issues. Think of a way you might trade something with Mr. or Mrs. Green in order to get them to support your position.

Bargaining
Round Two
Trade Method

ROLE PROFILE: MR./MRS. GREEN

You are strongly opposed to the school bond issue. Other things are much more important. You are a businessman in Westmont and you are concerned about the deterioration of the central city. You would like to see new expressways bring people and new industry to the city. You are also concerned about city highways.

You would like to see taxes raised. You know Mr. and Mrs. Weatherman are in favor of the bond issue. They have children in city schools and they think this is an important issue. How can you bargain with Mr. or Mrs. Weatherman and trade something to get their support for your position?

Bargaining
Round Three
Confront Method

Appendix D: Bargaining

ROLE PROFILE: MR./MRS. BLUE

You are strongly in favor of the school bond issue. You belong to the Parent Teacher Association at Westmont High. The PTA is circulating petitions in the community in favor of the school bond issue. You have been active in going to school board meetings and trying to convince people to support the bond issue.

Mr. and Mrs. Scritchfield are circulating petitions against the bond issue. They want the city to spend its money on safer streets and better fire protection. They have said they will use every moment of their time to fight against the bond issue.

How could you confront Mr. or Mrs. Scritchfield in a bargaining situation at a school board meeting?

Bargaining
Round Three
Confront Method

ROLE PROFILE: MR./MRS. SCRITCHFIELD

You are strongly opposed to the school bond issue. You have been circulating petitions against the bond issue for months. You live in a housing project and you walk and take public transportation in the city. You think the streets need to be safer and the housing needs better fire protection.

You know that Mr. and Mrs. Blue have been promoting the school bond issue through petitions. They have children in school and live in the new highrise apartments in the wealthy area of the city. They have said they will not give up their fight until the school board provides better schools.

Both you and the Blues are attending school board meetings. How can you effectively confront Mr. or Mrs. Blue at the next board meeting?